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DEPARTMENT OF EDUCATION

[CFOA No. 84.341]

Community Technology Centers Program; Notice Inviting Applications for New Awards for Fiscal year (FY) 1999

Note to Applicants: This notice is a complete application package. Together with the statute authorizing these grants and the Education Department General Administrative Regulations (EDGAR), this notice contains all of the information, application forms, and instructions needed to apply for a grant under this competition. These grants are authorized by Title III, section 3122 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Improving America's Schools Act of 1994 (20 U.S.C. 6632).

Purpose of Program: The purpose of the Community Technology Centers program is to increase access to technology and promote the use of technology in education through the development of model programs that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities.

Eligible Applicants: State educational agencies, local educational agencies, institutions of higher education, and other public and private nonprofit or for-profit agencies and organizations are eligible to receive grants under this program. A group of eligible entities is also eligible to receive a grant if the group follows the procedures for group applications in 34 CFR 75.127-129 of EDGAR.

Deadline for Transmittal of Applications: June 14, 1999.

Note: See information on Technical Assistance Workshops under SUPPLEMENTARY INFORMATION.

Deadline for Intergovernmental Review: August 13, 1999.

Estimated Available Funds: \$9,250,000.

Matching Requirement: Recipients of grants under this program must share in the cost of the activities assisted under the grant. Grant recipients must make available non-Federal contributions in cash or in kind in the following percentages, as authorized under section 3122(d) of ESEA:

First year: Non-federal contribution—30 percent of the cost of activities assisted under the grant.

Second year: Non-federal contribution—40 percent of the cost of activities assisted under the grant.

Third year: Non-federal contribution—50 percent of the cost of activities assisted under the grant.

Estimated Range of Awards: \$75,000-\$300,000 each year.

Estimated Average Size of Awards: \$180,000.

Estimated Number of Awards: 40 to 60.

Project Period: 36 months.

Please note that all applicants for multi-year awards are required to provide detailed budget information for the total grant period requested. The Department will determine at the time of the initial award the funding levels for each year of the grant award.

Note: The Department of Education is not bound by any estimates in this notice.

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 80, 81, 82, 85, and 86.

SUPPLEMENTARY INFORMATION: A 1998 Department of Commerce study, *Falling through the Net II: New Data on the Digital Divide*, showed that although more Americans now own computers, minority and low-income households are still far less likely to have computers or online access to the Internet than more affluent households. The report showed that the "digital divide" between the technology "have's" and "have not's"—especially low-income individuals, minorities and the young in rural areas and central cities—is significant. In view of the time that it will take to connect these individuals to online access at home, the report advocated that schools, libraries, postsecondary institutions, and community organizations make computers and technology accessible to them.

Description of Program

The Community Technology Centers program is established to provide access to computers and technology, particularly educational technology, to adults and children in low-income communities who otherwise would lack that access. The program is authorized under section 3122 of ESEA. Under section 3122, the Secretary may carry out a variety of activities that promote the use of technology in education. These activities include the development of model programs, such as community technology centers, that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities. Under the Community Technology Centers program, the Secretary will award grants to establish or expand community technology centers that provide access to computers and technology for individuals in

economically distressed urban and rural communities.

Applicants under this program are encouraged to propose an array of services and activities that provide access to computers and information technology for local community residents, such as:

1. **After-school Activities** for children of all ages to use software that provides homework help and academic enrichment, exploration of the Internet, and multimedia activities, including web page design and creation.

2. **Adult Education and Family Literacy**, including GED, English as a second language, and adult basic education classes or programs, introduction to computers, intergenerational activities, and lifelong learning opportunities through technology and the Internet.

3. **Career Development and Job Preparation**, such as computer skills training (basic and advanced), resume writing workshops, and access to databases of employment opportunities, career information, and other online materials.

4. **Small Business Activities**, such as computer-based training for basic entrepreneurial skills and electronic commerce, as well as access to information on business start-up programs.

5. **Home Access** to computers and technology, such as assistance and services to promote the acquisition, installation, and use of information technology in the home through web-based television, network PCs, or other computer technology.

Although a single eligible applicant may apply for a grant under this program, the Secretary encourages applications from partnerships that include local community organizations or agencies. The Secretary will give a competitive preference to applications from eligible applicants that demonstrate substantial community support and commitment to the establishment or expansion of a community technology center or centers.

As indicated in the discussion of matching above, recipients of grants under this program must share in the cost of activities assisted under the grants through non-Federal contributions. The non-Federal share of activities may be in the form of cash or in-kind contributions, fairly valued.

Technical Assistance Workshops

We will hold four technical assistance workshops to assist applicants in preparing grant applications for the Community Technology Centers

program. The dates, times, and locations of the workshops are as follows:

1. May 7, 1999, 9:00 a.m. to 12:00 noon, Dallas County Community College District, Bill J. Priest Institute for Economic Development, 1402 Corinth Street, Rooms A and B (seating capacity 150), Dallas, Texas.
2. May 10, 1999, 1:00 p.m. to 4:00 p.m., Olive Harvey College, 10001 South Woodlawn Avenue, Bruce Cherry Theater (seating capacity 250), Chicago, Illinois.
3. May 10, 1999, 9:00 a.m. to 12:00 noon, Medgar Evers College, 1850 Bedford Avenue, Auditorium (seating capacity 400), Brooklyn, New York.
4. May 12, 1999, 9:00 a.m. to 12:00 noon, Los Angeles Community College District, Southwest College, 1800 West Imperial Highway, Little Theatre (seating capacity 350), Los Angeles, California.

Assistance to Individuals With Disabilities at the Technical Assistance Workshops

The technical assistance workshop sites are accessible to individuals with disabilities. If you will need an auxiliary aid or service to participate in the workshop (e.g., interpreting service, assistive listening device, or materials in an alternate format), notify the contact person listed in this notice at least two weeks before the scheduled workshop date. Although we will attempt to meet a request we receive after that date, we may not be able to make available the requested auxiliary aid or service because of insufficient time to arrange it.

Waiver of Proposed Rulemaking: In accordance with the Administrative Procedure Act (5 U.S.C. 553), it is the practice of the Secretary to offer interested parties the opportunity to comment on proposed rules. Ordinarily, this practice would have applied to the priorities and selection criteria in this notice. Section 437(d)(1) of the General Education Provisions Act (GEPA), however, exempts rules that apply to the first competition under a new or substantially revised program from this requirement. Although statutory authorization for this program has existed since 1994, the program was funded for the first time under the Omnibus Consolidated and Emergency Supplemental Appropriations Act, 1999, enacted October 22, 1998. As this competition is the first competition under the program, it therefore qualifies as a new competitive grants program. The Secretary, in accordance with section 437(d)(1) of GEPA, to ensure timely awards, has decided to forego public comments with respect to the

competitive priorities and selection criteria. The competitive priorities and selection criteria will apply only to the fiscal year 1999 grant competition.

Competitive Priorities:

The Secretary will give preference to applications that meet one or both of the competitive priorities in the next two paragraphs. (34 CFR 75.105 (b)(2)(iii) and (c)(2)(ii)).

Competitive Priority 1

Projects that demonstrate substantial community support of, and commitment to, the establishment or expansion of a community technology center or centers. The Secretary will award up to three additional points depending on how well an application meets this priority. These points would be in addition to any points the applicant earns under the selection criteria.

Competitive Priority 2

Projects that use the program funds to establish or expand a community technology center or centers in an Empowerment Zone, including a Supplemental Empowerment Zone, or an Enterprise Community designated by the United States Department of Housing and Urban Development or the United States Department of Agriculture. The Secretary will award three additional points to an application that meets this priority. These points would be in addition to any points the applicant earns under the selection criteria.

Note: A list of areas that have been designated as Empowerment Zones and Enterprise Communities is published in the Appendix to this notice.

Definition: In addition to definitions in the statute and EDGAR, the following definition applies:

Economically distressed means a county or equivalent division of local government of a State in which, according to the most recent available data from the United States Bureau of the Census, a significant percentage of the residents have an annual income that is at or below the poverty level.

Selection Criteria: (a)(1) The Secretary uses the following selection criteria to evaluate applications for grants under this competition. In all instances where the word "project" appears in the selection criteria, the reference to a community technology center should be made.

(2) The maximum composite score for all of these criteria is 100 points.

(3) The maximum score for each criterion and factor is indicated in parentheses.

(b) *Meeting the purposes of the authorizing statute.* (10 points) The Secretary considers how well the project meets the purposes of section 3122(a) and (c)(10) of ESEA by developing a model project that demonstrates the educational effectiveness of technology and expands access to information technology and related services in an economically distressed urban or rural community.

(c) *Need for project.* (30 points) (1) The Secretary considers the need for the proposed project.

(2) In determining the need for the proposed project, the Secretary considers the following factors:

(i) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (15 points)

(ii) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (15 points)

(d) *Quality of project design.* (20 points) (1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)

(ii) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (10 points)

(e) *Quality of project personnel.* (10 points) (1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the qualifications, including relevant training and experience, of the project director or principal investigator. (10 points)

(f) *Quality of the management plan.* (10 points) (1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (5 points)

(ii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (5 points)

(g) *Adequacy of resources.* (10 points)

(1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (5 points)

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (5 points)

(h) *Quality of project evaluation.* (10 points) (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (5 points)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Notes: In accordance with EDGAR 34 CFR 75.118, 75.590, 75.720, and 80.40, grant recipients must submit an annual performance report that provides the most current performance and financial expenditure information on project activities, including the recipient's progress in achieving the objectives in its approved application. If a recipient fails to submit a performance report that meets these requirements, the Secretary denies continued funding for the grant.

Intergovernmental Review of Federal Programs

This program is subject to the requirements of Executive Order 12372

(Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedures established in each State under the Executive order. The address of each State Single Point of Contact is in the Appendix to this notice.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in this notice to the following address: The Secretary, E.O. 12372-CFDA #84.341, U.S. Department of Education, Room 7E200, 400 Maryland Avenue, SW, Washington, DC 20202-0125.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, D.C. time) on the date indicated in this notice. **PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.**

Instructions for Transmittal of Applications

(a) If an applicant wants to apply for a grant, the applicant must—

(1) Mail the original and two copies of the application on or before the deadline date to: U.S. Department of Education, Application Control Center, Attention: (CFDA #84.341) Washington, DC 20202-4725 or

(2) Hand deliver the original and two copies of the application by 4:30 p.m. (Washington, D.C. time) on or before the deadline date to: U.S. Department of Education, Application Control Center,

Attention: (CFDA #84.341), Room 3633, Regional Office Building #3, 7th and D Streets, SW., Washington, D.C.

(b) An applicant must show one of the following as proof of mailing:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary.

(c) If an application is mailed through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

Notes

(1) The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

(2) The Application Control Center will mail a Grant Application Receipt Acknowledgment to each applicant. If an applicant fails to receive the notification of application receipt within 15 days from the date of mailing the application, the applicant should call the U.S. Department of Education Application Control Center at (202) 708-8494.

(3) The applicant must indicate on the envelope and—if not provided by the Department—in Item 3 of the Application for Federal Assistance (ED 424) the CFDA number—and suffix letter, if any—of the competition under which the application is being submitted.

Application Instructions and Forms

The appendix to this notice contains the following forms and instructions, a statement regarding estimated public reporting burden, a notice to applicants regarding compliance with section 427 of the General Education Provisions Act (GEPA), various assurances and certifications, and a checklist for applicants.

a. Instructions for the Application Narrative.

b. Estimated Public Reporting Burden Statement.

c. Notice to All Applicants (compliance with section 427 of GEPA).

d. Checklist for Applicants.

e. An excerpt of Public Law 103-382.

f. Application for Federal Assistance (ED 424, Exp. 06/30/2001) and instructions.

g. Budget Information—Non-construction Programs (ED Form No. 524) and instructions.

h. Assurances—Non-Construction Programs (Standard Form 424B) and instructions.

i. Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013) and instructions.

j. Certifications regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions (ED 80-0014, 9/90) and instructions.

Note: ED 80-0014 is intended for the use of grantees and should not be transmitted to the Department.

k. Disclosure of Lobbying Activities (Standard Form LLL) (if applicable) and instructions.

An applicant may submit information on photostatic copies of the application, budget forms, assurances, and certifications as printed in this notice in the Federal Register. However, the application form, assurances, and certifications must each have an original signature. All applicants must submit ONE original signed application, including ink signatures on all forms and assurances, and TWO copies of the application, one bound and one unbound copy suitable for photocopying. Please mark each application as "original" or "copy". No grant may be awarded unless a completed application form, including the signed assurances and certifications, has been received.

FOR FURTHER INFORMATION CONTACT: Norris Dickard, Community Technology Centers Program, Office of Vocational and Adult Education, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4078, Switzer Building, Washington, DC 20202-7240. Telephone: (202) 205-0873. E-mail: norris_dickard@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339.

Individuals with disabilities may obtain this notice in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph. Please note, however, that the Department is not able to reproduce in an alternate format the standard forms included in the notice.

Electronic Access to This Document

You may view this document, as well as all other Department of Education documents published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at either of the following sites: <http://ocfo.ed.gov/fedreg.htm> <http://www.ed.gov/news.html>

To use the PDF you must have the Adobe Acrobat Reader Program with Search, which is available free at either of the previous sites. If you have questions about using the PDF, call the U.S. Government Printing Office at (202) 512-1530 or, toll free, at 1-888-293-6498.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: <http://www.access.gpo.gov/nara/index.html>

Program Authority: 20 U.S.C. 6532.

Dated: April 22, 1999.

Robert Muller,

Acting Assistant Secretary for Vocational and Adult Education.

Appendix—Instructions for the Application Narrative

The narrative is the section of the application where the selection criteria used by reviewers in evaluating the application are addressed. The narrative must encompass each function or activity for which funds are being requested. Before preparing the Application Narrative, an applicant should read carefully the description of the program and the selection criteria the Secretary uses to evaluate applications.

The Secretary strongly requests the applicant to limit the Application Narrative (not including the Abstract) to no more than 20 double-spaced, typed pages (on one side only). The Department has found that successful applications for similar programs generally meet this page limit.

1. Begin with a one-page Abstract summarizing the proposed community technology center project, including a short description of the population to be served by the project, project objectives, and planned project activities.

2. Include a table of contents listing the parts of the narrative in the order of the selection criteria and the page numbers where the parts of the narrative are found. Be sure to number the pages.

3. Describe how the applicant meets the competitive priority(ies), if applicable.

4. Describe fully the proposed project in light of the selection criteria in the order in which the criteria are listed in the application package. Do not simply paraphrase the criteria.

5. In the application budget, include a description of the non-federal contributions that the applicant will make for each year of the project in amounts not less than the non-federal contributions as required in this notice. Budget line items must support the goals and objectives of the proposed project.

6. Provide the following in response to the attached "Notice to all Applicants": (1) a reference to the portion of the application in which information appears as to how the applicant is addressing steps to promote equitable access and participation, or (2) a separate statement that contains that information.

7. Attach copies of all required assurances and forms.

Estimated Public Reporting Burden

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB Control Number for this information collection is 1850-0339 (Expiration Date: 04/30/2002). The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4851.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Community Technology Centers Program, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202-7240.

Checklist for Applicants

The following forms and other items must be included in the application in the order listed below:

1. Application for Federal Assistance (ED 424).

2. Budget Information—Non-construction Programs (ED Form No. 524).

3. Application Narrative, including information that addresses section 427 of the General Education Provisions Act. (See the section entitled "NOTICE TO ALL APPLICANTS").

4. Assurances—Non-Construction Programs (SF 242B).

5. Certifications Regarding Lobbying; Debarment, Suspension, and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED 80-0013).

6. Disclosure of Lobbying Activities (Standard Form LLL).

BILLING CODE 4000-01-F

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under the program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether there or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how

you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES

(as of January 13, 1999)

EMPOWERMENT ZONES

California: Los Angeles, Oakland, Santa Ana, Riverside County^{*}

Connecticut: New Haven+

Florida: Miami+

Georgia: Atlanta, Covington+

Illinois: Chicago, East St. Louis+, Ullin^{*}

Indiana: Gary, East Chicago

Kentucky: Kentucky Highlands^{*}

(Illinois, Indiana, and Wayne Counties)

Maryland: Baltimore

Massachusetts: Boston+

Michigan: Detroit

Minnesota: Minneapolis+

Mississippi: Mid-Delta^{*} (Bolivar, Holmes, Humphreys, LeFlore, Suflower, Washington Counties)

Missouri/Kansas: Kansas City, Kansas City Missouri; St. Louis+

New Jersey: Cumberland County

New York: Harlem, Bronx

North Dakota: Lake Agency^{*}

Ohio: Cleveland, Cincinnati, Columbus+

Ohio/West Virginia: Ironton/Hamington+

Pennsylvania/New Jersey: Philadelphia/ Camden

South Carolina: Columbia/Spartan

South Dakota: Opalita Sioux Reservation in Pine Ridge^{*}

Tennessee: Knoxville

Texas: Houston, El Paso+, Rio Grande Valley^{*} (Cameron, Hidalgo, Starr, and Willacy Counties)

Virginia: Norfolk+/Portsmouth

ENTERPRISE COMMUNITIES

Alabama: Birmingham

Alabama: Chambers County^{*}

Georgia County^{*}, Sumter County^{*}

Alaska: Juneau^{*}

Arizona: Arizona Border^{*} (Cochise, Santa Cruz and Yuma Counties), Phoenix, Window Rock^{*}

Arkansas: East Central^{*} (Crosby, Lee, Monroe, and St. Francis Counties), Mississippi County^{*}, Pulaski County

California: Imperial County^{*}, Los Angeles, Huntington Park, San Diego, San Francisco, Bayview, Hunter's Point, Watsonville^{*}, Orange Cove^{*}

Colorado: Denver

Connecticut: Bridgeport, New Haven

Delaware: Wilmington

District of Columbia: Washington

Florida: Jackson County^{*}, Mineral, DuDe County, Tampa, Zimmerman^{*}

Georgia: Albany, Central Savannah River^{*}(Bartow, Hancock, Jefferson, McDuffie, Talbot, and Warren Counties), Critt County^{*}, Dooley County^{*}

Harvard: Kansas City^{*}

Illinois: East St. Louis, Springfield

Indiana: Indianapolis, Austin^{*}

Iowa: Des Moines

Kansas: Leoti^{*}

Kentucky: Louisville, Bowling Green^{*}

Louisiana: Macon Ridge^{*} (Catahoula, Concordia, Franklin, Morehouse, and Tensas Parishes), New Orleans, Northeast Louisiana Delta^{*} (Madison Parish), Ouachita Parish

Mass: Levenson^{*}

Massachusetts: Lowell, Springfield

Michigan: Five Cap^{*}, Flint, Muskegon, Harrison^{*}

Minnesota: Minneapolis, St. Paul

Mississippi: Jackson, North Delta Area^{*} (Parola, Quitman, and Tallahatchie Counties)

Missouri: East Prairie^{*}, St. Louis

Montana: Poplar^{*}

Nebraska: Omaha

Nevada: Clark County, Las Vegas

New Hampshire: Manchester

New Jersey: Newark

New Mexico: Albuquerque, La Juarita^{*} (Mora, Rio Arriba, Taos Counties), Denning^{*}

New York: Albany, Schenectady, Troy

New York: Buffalo, Rochester

New York: Newburgh, Kingston

North Carolina: Charlotte

North Carolina: Edgecombe, Halifax, Robeson, Wilson Counties^{*}

Ohio: Akron, Columbus, Greater Portsmouth^{*} (Scioto County)

Oklahoma: Cactus, McClurtin Counties^{*}, Oklahoma City, Ada^{*}

Oregon: Josephine County^{*}, Portland

Pennsylvania: Harrisburg, Lock Haven^{*}, Pottsville, Uniontown^{*}

Rhode Island: Providence

South Carolina: Charleston, Williamsburg, Florence County^{*}, Hailandale^{*}

South Dakota: Beadle, Spink Counties^{*}

Tennessee: Fayette, Haywood Counties^{*}, Memphis, Nashville, Rutledge^{*}

Tennessee/Kentucky: Scott, McCrory Counties^{*}

Texas: Dallas, El Paso, San Antonio, Waco, Uvalde^{*}

Utah: Ogden

Vermont: Burlington

Virginia: Accomack (Northampton County)^{*}, Norfolk

Washington: Lower Yakima County^{*}, Seattle, Tacoma, Collier^{*}

West Virginia: Charleston^{*}, Huntington, McDowell County^{*}, West Central Appalachia^{*} (Braxton, Clay, Payette, Nicholas, and Boone)

Wisconsin: Milwaukee, Keshena^{*}

^{*} Denotes rural designee

+ Also an Enterprise Community, Round One

For further information consult the following Internet site: <http://www.crac.gov>

STATE SINGLE POINT OF CONTACT

(As of April 22, 1999)

Note: In accordance with Executive Order 12372, Intergovernmental Review of Federal Programs, this listing represents the designated State Single Points of Contact (SSPOCs). Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

¶

The jurisdictions not listed no longer participate in the process. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a SSPOC.

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Application for Federal Education Assistance

Note: If available, please provide application package as directed and specify the file format.

U.S. Department of Education
 Office of Postsecondary Education
 (Do not write in this space)

1. Name and Address

Legal Name: _____
 Address: _____

Organizational Unit: _____

2. Applicant's D-U-N-S Number: _____

3. Catalog of Federal Domestic Assistance #: **84341**

4. Project Director: _____
 Address: _____
 City: _____ State: _____ Zip Code + 4: _____
 Tel. #: () _____ Fax #: () _____
 E-Mail Address: _____

5. Is the applicant delinquent on any Federal debt? ☐ Yes ☐ No
 (If "Yes," attach an explanation.)

6. Type of Applicant (Enter appropriate letter in the box.) ☐
 A State
 B County
 C Municipal
 D Township
 E Interstate
 F International
 G Special District
 H Independent School District
 I Public College or University
 J Private, Non-Profit College or University
 K Indian Tribe
 L Individual
 M Private, Profit-Making Organization
 N Other (Specify): _____

7. Non-Profit Applicant ☐ Yes ☐ No

8. Type of Substitution: _____
 -Application _____
☐ Construction ☐ Construction
☐ Non-Construction ☒ Non-Construction

9. Is application subject to review by Executive Order 12572 process?
☐ Yes (Date made available to the Executive Order 12572 process for review): _____
☐ No (If "No," check appropriate box below.)
☐ Program is not covered by E.O. 12572.
☐ Program has not been selected by State for review.

10. Proposed Project Dates: Start Date: _____ End Date: _____

11a. Federal	\$	20
11b. Applicant	\$	20
11c. State	\$	20
11d. Local	\$	20
11e. Other	\$	20
11f. Program Income	\$	20
11g. TOTAL	\$	20

The Community Technology Centers PROGRAM

11. Are any research activities involving human subjects planned in any time during the proposed project period? ☐ Yes ☐ No
 a. If "Yes," Example(s) of: _____
 b. Assurance of Compliance to: _____
 c. IRB approval date: _____
 { ☐ Full IRB ☐ Expedited Review

12. Descriptive Title of Applicant's Project: _____

13. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached statements if the assistance is awarded.
 a. Typed Name of Authorized Representative: _____
 b. Title: _____
 c. Tel. #: () _____ Fax #: () _____
 d. E-Mail Address: _____
 e. Signature of Authorized Representative: _____ Date: _____

Instructions for DD-1291

1. **Legal Name and Address.** Enter the legal name of applicant and the name of the primary organizational unit which will undertake the research activity.

2. **D-U-N-S Number.** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you may obtain the number by calling 1-800-333-6305 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: <http://www.dhs.gov/dhsa/dhsaaboutdhsa.htm>.

3. **Catalog of Federal Domestic Assistance (CFDA) Number.** Enter the CFDA number and title of the program under which activities is requested.

4. **Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

5. **Federal Debt Delinquency.** Check "Yes" if the applicant's organization is delinquent on any Federal debt. (This question refers to the applicant's organization and not to the person who signs as the authorized representative. Categories of debt include delinquent credit obligations, loans and taxes.) Otherwise, check "No."

6. **Type of Applicant.** Enter the appropriate letter in the box provided.

7. **Notice Applicant.** Check "Yes" only if assistance is being requested under a program that gives special consideration to service applicants and you meet the program requirements for service applicants. By checking "Yes" the applicant certifies that it meets the service applicant requirements specified by EO. Otherwise, check "No."

8. **Type of Submission.** Self-explanatory.

9. **Executive Order 12572.** Check "Yes" if the application is subject to review by Executive Order 12572. Also, please enter the month, day, and hour (6) digit year (e.g., 12/12/2000). Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12572 to determine whether the application is subject to the State Implementation review process. Otherwise, check "No."

10. **Proposed Project Dates.** Please enter the month, day, and hour (6) digit year (e.g., 12/12/2000).

11. **Human Subjects.** Check "Yes" or "No." If research activities involving human subjects are planned at any time during the proposed project period, check "Yes." The remaining parts of Item 11 are then not applicable.

If research activities involving human subjects, whether or not exempt from Federal regulations for the protection of human subjects, are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution, check "Yes." If all the research activities are designed to be exempt under the regulations, enter, in Item 11a, the exemption number(s) corresponding to one or more of the exemption categories listed in "Protection of Human Subjects in Research" attached to this form. Provide sufficient information in the application to allow a determination that the designated exemption in Item 11a is appropriate. Provide the necessary information in an "Human Subjects of Human Subjects Assessment" and insert this assessment immediately following the DD-04 form page. Stop the remaining parts of Item 11.

If none or all of the planned research activities involving human subjects are exempt (subcategory), stop Item 11a and continue with the remaining parts of Item 11, as noted below. In addition, follow the instructions in "Protection of Human Subjects in Research" attached to this form to prepare the all-protections review for the research activities. Provide data on prior research in an "Item 11/Protection

Form of Human Subjects Assessment" and insert this attachment immediately following the DD-04 form page.

If the applicant organization has an approved Multiple Project Assurance of Compliance on file with the Office Policy and Oversight Staff (OPROS), U.S. Department of Education, or with the Office for Protection from Research Abuse (OPRA), National Institutes of Health, U.S. Department of Health and Human Services, the covers the specific activity, enter the Assurance number in Item 11b and the date of approval by the Institutional Review Board (IRB) of the proposed activities in Item 11c. This date must be no earlier than one year before the month for which the application is submitted and must include the hour (6) digit year (e.g., 2000). Check the type of IRB review in the appropriate box. An IRB may use the expedited review procedure if it complies with the requirements of 34 CFR 97.110. If the IRB review is delayed beyond the submission of the application, enter "Pending" in Item 11c. If your application is recommended selected for funding, a follow-up certification of IRB approval from an official signing for the applicant organization must be sent to and received by the designated DD official within 30 days after a specific formal request from the designated DD official. If the applicant organization does not have an IRB with OPROS or OPRA, an approved Assurance of Compliance that covers the proposed research activity, enter "None" in Item 11b and Item 11c. In this case, the applicant organization, by its signature on the application, is certifying that it will comply with 34 CFR 97 within 30 days after a specific formal request from the designated DD official for the Assurance(s) and IRB certification.

12. **Project Title.** Enter a brief descriptive title of the project. If more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property project), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of the project.

13. **Estimated Funding.** Amount requested or to be awarded during the first funding/period period by each contributor. Values of bi-annual contributions should be indicated on appropriate lines as applicable. If the action will result in a dollar change in an existing award, indicate only the amount of the change. For decisions, indicate the amount in parentheses. If both basic and supplemental amounts are indicated, show breakdown on an attached sheet. For multiple program funding, use circle and show breakdown using same categories as Item 13.

14. **Certification.** To be signed by the authorized representative of the applicant. A copy of the preceding body 7 authentication for you to sign this application as official representative must be on file in the applicant's office.

Be sure to enter the telephone and fax number and e-mail address of the authorized representative. Also, in Item 14c, please enter the month, day, and hour (6) digit year (e.g., 12/12/2000) in the date signed field.

Payment of Bureau Expenses

According to the Payment of Expenses Act of 1993, no person is required to respond to a collection of information unless each collection displays a valid OMB control number. The valid OMB control number for this information collection is 1575-0066. The data required to complete this information collection is solicited to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20002-4651. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Joyce L. Mayo, Application Control Center, U.S. Department of Education, 78 and D Street, S.W. ROB-3, Room 3031, Washington, D.C. 20002-4725.



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control No. 1800-0538

Expiration Date: 10/31/99

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Expenses						
12. Total Costs (Lines 9-11)						

ED FORM NO. 504

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1."
Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - OTHER BUDGET INFORMATION (see instructions)

H

Chicago Neighborhood Learning Network

Extending Learning beyond the Classroom into the Community

PROJECT SUMMARY

The Chicago Neighborhood Learning Network (NLN) is an initiative of the Chicago Public Schools, the Chicago Housing Authority, the Office of Catholic Education and the Chicago Urban League working in partnership with neighborhood organizations to fundamentally expand the learning environment beyond traditional classrooms. Through conveniently located neighborhood sites the NLN will provide students, parents and teachers expanded access to learning resources. The project mobilizes the full community of stakeholders to develop the lifelong skills to compete in the 21st century information society.

DESCRIPTION OF PROJECT

The Chicago Neighborhood Learning Network (NLN) is a geographically defined interactive distributed learning environment that provides:

- community wide access to educational tools and resources to learners of all ages.
- teacher training for implementing collaborative learning projects with students and parents.
- partnerships with community organizations as a force for higher levels of student achievement, workforce readiness, welfare to work, community service, school change and educational goals
- educational services to meet the special needs of low-income, underperforming and ethnically isolated schools
- technology integration linking schools to the community

THE EDUCATION and TECHNOLOGY CHALLENGE

Not since the invention of printing has there been such an intersection of changing technology and changing education. It is now technologically possible to create a community of learning that is far different and more effective than the instructor led classroom of today. This transformation involves more than providing everybody a computer and access to the Internet. Technology will enable a change in the learning process from a passive endeavor to an active one as students, parents and teachers play a greater role in constructing their own learning and work in collaborative ways.

THE CRITICAL NEED THE PROJECT ADDRESSES

Low income communities face major barriers in making technology useful and accessible:

- Limited hours that schools can remain open
- Unaffordable home access to telecommunication and Internet services
- Neighborhood organizations that are not technologically enabled
- Teachers are not trained in how to integrate technology and the curriculum.
- Educational practices tend not to involve parents with their children's educational activities.
- No Internet connections between schools to the surrounding community.

- Programmatic isolation in the spheres of K-12 education, employment, welfare and community services.

PROJECT APPROACH AND SIGNIFICANCE

The five year project will design, test and evaluate the Neighborhood Learning Network as a mechanism for involving parents and the community through the use of interactive technologies. It is expected that student achievement will be enhanced as various neighborhood influences—family, peers, teachers, administrators, community organizations and others—are brought into a shared technological framework to pursue innovative educational practices.

- Collaborative learning and project/ inquiry based learning
- School to work and welfare to work programs
- Community members serving as mentors and volunteers
- Community service and creation of economic equity
- Education of the community in the uses of information technology
- Teacher-parent communication and parent-student activities
- On-line courses and telementoring

SPECIFIC PROJECT OBJECTIVES

The specific objectives of the project:

1. Define Neighborhood Learning Zones with multiple points of neighborhood access for teachers, students and parents to Web based learning resources.
2. Implement a professional development program to design instructional strategies and collaborative activities that can make use of neighborhood learning network resources
3. Implement a neighborhood education program for training the community in the use of the NLN.
4. Create a community service program to earn time dollars and receive benefits such as computers for home use.
5. Evaluate how a neighborhood learning networks can be best operated to improve educational outcomes and implement an on-line best practices repository.
6. Scale up the NLN to other urban neighborhoods and make it financially sustainable.

THE MAJOR CITY-WIDE PARTNERS

Chicago Public Schools

The Chicago Public Schools (CPS) is the third largest school system in the country. Its nearly 600 schools, spread over 228.5 square miles, service over 420,000 students with 43,000 people employed to provide those services. The racial breakdown is: 54.1% African American; 32.1% Hispanic; 3.2% Asian; 0.2% Native American; and 10.5% Caucasian. Over 83% of the students are from low-income homes. The system serves 17,619 preschool student, 301,051 elementary students and 102,162 high school students.

Office of Catholic Education

Within Chicago, there are a total of 178 schools under the Office of Catholic Education, Archdioceses of Chicago. A total of 73,709 children are enrolled in Chicago schools with a ninth grade enrollment of 9,204 students and 6,194 full time teachers making it the largest Catholic school system in the world and the eleventh largest of all school systems in the United States. The system is being challenged by an influx of immigrants from Poland, the Philippines, Cuba, Puerto Rico, Mexico and Haiti. The Office of Catholic Education provides in-service support to the system and is a current emphasis is on integration of technology into all aspects of the schools and development of a plan to link its schools electronically.

Chicago Housing Authority

The Chicago Housing Authority is a municipal non-profit corporation that provides public housing in Chicago for more than 125,000 people in approximately 55,000 units. Residents of public housing represent 4.7 per cent of the city's population. CHA residents are disproportionately represented among the unemployed, under skilled and those that receive some form of public assistance. Recent federal welfare legislation has resulted in new requirements to provide opportunities for low-income residents to achieve economic self-sufficiency. The Chicago Housing Authority, through its new Economic Development Division plans to create 22 Technology Learning centers in selected public housing developments. CHA has formed a working relationship with the Chicago Public Schools to link CHA learning centers to the Neighborhood Learning Network concept. At these centers, public housing residents will receive hands-on training in computer skills, as well as high-school equivalency, college and specialized job skills training. The centers will also be available to support student learning activities that involve parents, volunteers and mentors. The centers will also have networking and Internet capability.

Chicago Urban League

The Chicago Urban League is focused on four critical issues that affect the community: 1) equity in school funding; 2) welfare reform; 3) adequate employment opportunity; and 4) community empowerment. The restructuring of the welfare system has made enhancement of employment opportunities a primary focal point of change. The Chicago Urban League Family Health Center is an ideal location to foster integrated education, health and social services for community residents. The mission of the Department of Health & Family Services, housed in the CUL family Health Center is to provide ongoing guidance, education, encouragement and support to families as they transition from dependency to self-sufficiency. To this end the NLN will support the department in providing physical and mental health services, substance abuse prevention and treatment, pre-employment skills development, family stabilization intervention, health education, civic responsibility development and mentoring; operating from a case management core and coordinating service provision, where appropriate, with all other departments of the Chicago Urban League.

NEIGHBORHOOD IMPLEMENTATION AND PARTNERSHIPS

To launch the project two low-income neighborhoods were selected on the basis of the current school technology plans, the strong support of administrators, teacher engagement, availability of within school technology, and support of neighborhood based organizations capable of housing and managing networked computer learning centers. In addition, these neighborhoods

serve distinct large population groups (Hispanic and African American) who are below average in terms of city and state educational performance measures.

Wells Community Academy is located at 936 N. Ashland Ave., and is designated as a community academy serving first the students from its own community of West Town and on space available basis students from the broader Chicago area. The student population is 1,500 and is predominantly Hispanic (82%). 94.3% of the Wells student populations are designated low-income, 22.7% are limited-English Proficient and the dropout rate during 1995-96 was 18.2%. The attendance rate was 83.0%, the mobility rate was 33.1%, chronic truancy was 15.0% and the 1995-96 graduation rate was 58.2%. While the great majority of Wells's students come from economically disadvantaged families it should be noted that there is an influx of upwardly mobile people into the West Town area although they tend to have no children and work in the downtown area.

Wells is expanding learning opportunities through extended-day and Saturday program that provide additional instructions and tutoring and through the development of partnerships with Northeastern Illinois University, the Chicago Systemic Initiative, and the West Town Arts Partnership. Relationships have also been developed with the Northwestern Settlement House, Erie Neighborhood House, Emerson House, Youth Guidance, Imagination Theater Workshops and Chicago Dramatists Workshop for such services as tutoring, counseling, physical and mental health facilities and play productions. The West Town Neighborhood Learning Network partners are:

West Town Neighborhood Partners	Status
Holy Trinity High School	441 students of which 63.9% are Hispanic. 54.1% qualify for subsidized lunch program. Will provide \$282,492 in matching
Northwest Tower	Provides housing for 140 families. Construction of computer learning center underway
Cabrini Green	Public housing. 45-station computer center built by residents now operational with T-1 access.
Northwestern University Settlement House	Area designated for computer learning center. Needs substantial upgrade of hardware and Internet connection.
Carpenter Elementary	Installing computer learning center
Street Level Media	Non-profit group providing computer, Internet and video production resources to students and adults.
Erie House	Settlement House
Emerson House	Settlement House
Greenview Eckert	Public Housing for the elderly

Dr. Martin Luther King, Jr. High School is located in the Grand Boulevard Kenwood-Oakland community. The population it serves is the area bound by Lake Michigan on the east, State Street on the west, 35th street on the north and 47th street on the south, although there are a number of students who live outside the area. The student enrollment is 1,027 and is predominately African American (100%). Most residents are low-income (83.2%) and reside in public housing most often headed by a female. The attendance rate is 69.9%, the mobility rate is 51.5%, chronic truancy is 12.3% and the 1995-96 graduation rate was 50.4%. Average IGAP scores in reading, mathematics, science, and social science are well below the district-

side and state averages. In the last three years, enrollment has fluctuated and dramatically decreased due to the closing of area governmental housing and subsequent population shift. One effect of this mobility is that students arrive with limited academic backgrounds, unclear concepts of the relevance of education and little or no motivation. Newly constructed and renovated housing and the revival of numerous businesses and community based organizations present opportunities for expansion of partnerships and enrichment of the educational programs.

North Kenwood-Oakland Neighborhood Sites	Status
Chicago Urban League	Space will be designated for a model computer learning center
Family Health Center	Will be supported by Chicago Urban League
Holy Angels School	Planning Learning Center
Hall Library	Space identified for installing computer learning center.

MAJOR TASKS

In order to implement the objectives and overall approach the following tasks will be implemented.

TASK ONE. Building the Technology Infrastructure.

The Chicago Public Schools (CPS) is now installing and upgrading computer technology, professional development and educational content to every classroom of the school system. The current system wide design includes developing a fiber optic backbone to 50 high schools around the city providing each with OC3 access to the Internet through the state network as well as a connection to the Intranet of the CPS WAN. Every school is then to be connected to one of the backbone sites using T1 port. This provides each school T1 access to the Internet as well as access to every other school over the Internet. CPS the system is projected for completion by September 1998. Each school will receive an Internet access point (T1 port or OC3), a CSU/DSU, and an 8 port hub. Local schools will have the responsibility to configure connectivity within the schools. In effect each school will be building their own Intranet to support curriculum needs, teacher training, administrative management, and communication within the school.

The Neighborhood Learning Network (NLN) will extend the individual school technology infrastructures of Wells High School and King High School by creating an Extranet (to link neighborhood organizations with relevant educational content and learners). This NLN network will operate over standard Internet based protocols and can be accessed by terminals at the partner neighborhood sites such as libraries, settlement houses, family health centers, community service centers, and public housing. It will be the responsibility of the NLN local sites to:

- provide the space, furniture and non-computer equipment
- provide the operational oversight and administration of the center
- conduct the market research and business planning necessary for the operations
- assemble a steering committee to oversee the operations
- recruit volunteers for the instructional programs, open labs and administration

Demonstrating Network Computing Architecture

The configuration at each site will consist of 5 to 40 computers connected to a local area network, server and connection to the Internet. Each neighborhood location will also be the site of a prototype deployment of network computers—designed to be inexpensive and easy to maintain. Through the use of smart card technology students and community members will have portability and secured personal access to their e-mail, classroom discussion groups, word processing, graphics and spreadsheet applications, collaborative projects, and web-based learning resources from the computer terminal devices distributed in the neighborhood sites.

One feature of the proposed project is a demonstration and test of a network computing architecture. This new architecture is a new way of producing, delivering and accessing educational content in which learning objects can be readily build, deployed and managed using content (objects) from many providers and vendors.

TASK TWO: Professional Development of Teachers

Currently few teachers are familiar with the techniques and strategies for engaged learning, how to integrate technology in the curriculum and manage collaborative learning projects. Whole class instruction, where the teacher is the main source of information, is still the common and predominant approach in CPS. With the limited availability of computers there has been little incentive for teachers to infuse technology across the curriculum.

The Neighborhood Learning Network will dramatically expand access to computers and create an exciting and compelling new professional development environment. The NLN will help transform how teachers use their time—working more as co-learners with students rather than dispensers of information.

The professional development program will be different from the typical in-service model. The program will be hands-on, real time, and collaborative and in which professional development tasks and the development of instruction will occur concurrently with students, parents and neighborhood organizations as co-developers. Over the five years of the project approximately 3,000 teachers in 60 high schools will participate in this program.

- The Technology Resource Network will provide skilled educational technology practitioners to work with local school site coordinators and teachers, helping them design instructional strategies that utilize the neighborhood learning network.
- Teachers will be trained in the technological basics and to use e-mail and collaboration tools on computers as a means of generating curriculum content and increasing on-line interactions with students and parents.
- A cross-sector team of teachers, students, parents, and neighborhood organizations organized by the site coordinators will assess which educational software and Internet resources are relevant to the educational needs of the local school and neighborhood.
- A web based repository of Learning Resources will be created with an on-line graphical interface to facilitate access to content and relate that content by reform goals, age group, curriculum area, CPS and State level curriculum frameworks and assessment criteria.
- Work Based Learning projects will be developed. Companies will be approached to specify competencies and industry skill standards required gaining employment.
- Through seminars and focus groups teachers will share their experiences and successful strategies.

- Successful programs will be highlighted in the Chicago Educator newspaper and posted on the CPS, school and neighborhood web site.

Related CPS Program Experience to be Integrated into the NLN

The following table provides a brief description of the resources targeted for integration with the NLN professional development program for teachers.

Technology Resource Network	A team of 26 technology coordinators to support local school technology planning and implementation. Certified teachers with experience in utilizing technology within the curriculum. 24 are assigned to 6 regions of the city (4 to a region). Two technology coordinators work on cross-city projects such as staff development, grant writing and advocate with vendors.
Technology Development Sites	13 schools across the city to showcase strong technology programs. Each site provides technology coordinators freed from classroom duties to give tours, answer questions, funding sources, successes and failures.
Intern Program	Two intern programs. 1. Technical specialists serve as advisors to principals on wiring and computing issues. Drawn from Governors State University. 2. Expert interns to support teachers on the use of Internet. Drawn from Loyola University, University of Illinois at Chicago campus, DeVry, and Chicago state University.
Univ. of Chicago Project (CUIP)	Scientists to collaborate with teachers to enhance and develop science teaching techniques utilizing the Internet.
CoVis Project Northwestern University	Joins 10 Chicago high schools, one elementary school in an effort to improve science curriculum. Will be expanded to 3 additional schools.
The Learning Collaborative	A multi-city, distance learning program focused on helping high schools improve their science and math programs. Project includes 2 high schools and will expand to three or four high schools.
IBM Reinventing Education	Curriculum development project to improve math and science. Focused on development of new curriculum for 7 th grade math with staff development provided on-line.
Technology Summer Camp	Partnerships of Learning Technologies department, AT&T, and the University of Illinois at Chicago. Technology summer camp for 80 eighth grades students during the summer of 1996. Repeat camp planned.
Instructional Management Program	Pilot program on the use of Abacus in six schools.
Chicago Consortium of Higher Education	Distance learning program involving all of the city community colleges, Chicago State University, University of Illinois at Chicago, Illinois Institute of Technology, Loyola University and North Park college.
Illinois State Board of Education Technology Office	New Hub designated Hub VII run through the Department of Learning technologies. Support and training for schools manage state grants including Museum in the Classroom, building Based Innovations, IllinoisPIN, EnergyNET, and the Ameritech ISBE grants. Most projects are connectivity grants providing Internet access.
Education Network Consortium	A partnership with Argonne National Lab to provide e-mail and Internet accounts for teachers at low fees. Train the trainer model to provide teachers with in-services.
Special Education and Technology	Under development is assistance to teachers in how to use technology to meet the needs of special ed students

TASK THREE: Training the Community to Make Effective Use of the Neighborhood Learning Network

The objective of this task is to foster a high level of participation between parents, residents and neighborhood organizations to support learning. This goal cannot be achieved by simply providing computer and Internet access. Rather the Neighborhood Learning Network will offer a rich menu of activities. Some examples are represented in the following table:

Community Involvement in Neighborhood Learning Networks

	School Based Learning	Career Learning	Community Learning
Students	<ul style="list-style-type: none"> • Student Research • Homework • Collaboration Projects • Basic computer skills 	<ul style="list-style-type: none"> • Assessment of aptitudes and skills • Career opportunities • Work related curriculum 	<ul style="list-style-type: none"> • Build and maintain neighborhood web site • Cross age peer tutoring • Earn a home computer through time dollars
Parents	<ul style="list-style-type: none"> • Parent-Teacher Interaction • Work on student homework 	<ul style="list-style-type: none"> • Career assessment • Skills development • Adult literacy 	<ul style="list-style-type: none"> • Mentoring of students and adults • Earn a home computer
Curriculum	<ul style="list-style-type: none"> • On-line courses • Remote mentoring • Resources organized by subject and objective 	<ul style="list-style-type: none"> • Career development database • Adult literacy and skills 	<ul style="list-style-type: none"> • Develop Web based community history • Job search and placement
Assessment	<ul style="list-style-type: none"> • Grades • Portfolio assessment 	<ul style="list-style-type: none"> • Resume • Employment history 	<ul style="list-style-type: none"> • Contribution of time

Programmatic activities that are under consideration for promoting stronger connections between schools and the community are:

- *A Youth Tech Corp* for maintaining school and neighborhood learning center sites.
- *Time dollars* earned through supporting NLN activities which can be cashed in for reconditioned home computers.
- *Consumer training* in computer hardware and software.
- *Software lending library.*
- *Discounts and low-cost loan funds* for home computers and access.
- *Targeted business partnerships* address work force needs and welfare to work requirements
- *Cross-age peer tutoring and mentoring* to develop children with a strong sense of identity and desire for success.
- *Family technology workshops* to foster closer student-parent-teacher relationships.
- *On-line activities* such as homework assignments and conferencing with parents via e-mail
- *On-demand help service* so that students, teachers and parents can get quick responses to problems or issues they are experiencing.
- *Collaborative activities* such as virtual field trips, data gathering and design of web pages.
- *Neighborhood staff development activities* will be a means to broaden teacher perspectives in non-school settings and assist directly in parent training throughout the neighborhood.
- *Work-based curriculum* will be prepared by the Chicago Housing Authority and to provide on-line resources for retraining and job placement.

TASK FOUR: CREATE AND MAINTAIN NEIGHBORHOOD WEB SITES

The project will support the development of neighborhood web sites. The neighborhood web sites will function as a central information and collaboration environment for the school and surrounding community. Initially, the web site will focus on providing teachers key information to help them prepare instructional strategies and content modules that involve the local community and parents. As teachers begin developing web based learning materials they will learning to incorporate features of on-line applications including e-mail and message boards (asynchronous), synchronous communication (electronic meeting rooms), real audio, and video streaming, white-boarding, application sharing, audio and video conferencing.

One project that will enhance community interest and participation will be the West Town Electronic Resource Project, a collaborative effort to create a database of West Town, its history, culture, geographical description, academic, business and community agencies. This kind of multi-disciplinary project can demonstrate a constructivist model of learning in clearly understandable terms to the community.

Drawing from National Examples to Create a Best Practices Database

Central to the Web environment is the development and maintenance of a best practice database in a form that can easily be related to Chicago and State of Illinois learning goals. Fortunately, there is an existing inventory of experience to draw upon. There are currently hundreds of identifiable community based computer learning centers in schools, libraries, community colleges, park districts, community and senior centers, public housing, HUD housing, settlement houses and storefronts. These computer learning centers offer a variety of program content that make up "computer literacy." This ranges from computer and Internet basics, to office type applications such as word processing spread sheets, databases and graphics to a huge range of instructional content developed for pre-school, K-12, adult and seniors.

This project will seek to develop model for collecting these experiences across the nation and applying the database in the development of the Chicago Neighborhood Learning Network. Having access to the thousands of existing program experiences presently being offered in other neighborhood computer learning centers throughout the country - and to the best instructional practices in operation at these centers - should be of great assistance in making these Neighborhood Learning Centers "work" in Chicago.

TASK FIVE: PARTNERSHIPS TO SUPPORT AND SCALE UP THE NETWORK

Business, government and non-profit partnerships will be formed to design, install, and technically maintain the distributed environment of neighborhood access centers.

The general process for scaling up the network to new neighborhoods is as follows:

1. Neighborhoods and key schools are invited to join the NLN. Schools select/hire one neighborhood learning network coordinator. Coordinator is trained and supported by CPS Department of Learning Technologies.
2. Phase in and train teachers to prepare or adapt instructional activities that can be conducted outside the classroom
3. Establish neighborhood partner sites. Design and install local area network and telecommunication links to the neighborhood wide area network.

4. Set up neighborhood advisory group. Train community in the uses of the network and establish membership development program.
5. Begin using the network. Monitor outcomes. Expand membership and content areas. Integrate funding into the budgetary processes of partner organizations. Produce materials for system-side dissemination.

Long-term sustainability

The financial sustainability of the network is based on the major citywide partners of the Chicago Public Schools, Chicago Housing Authority, Office of Catholic Education and Chicago Urban League building the financial support of the network into on-going budget and fundraising operations. The local neighborhood sites will also incorporate the learning center and network costs into their programmatic operations. Grants and donations will be important to do the important start-up, high-risk development activities.

TASK SIX: EVALUATION AND BEST PRACTICES

The Education Development Center, Inc. (EDC) will serve as the independent evaluator for the Chicago Neighborhood Learning Network Project. It is an international nonprofit research and development organization based in Newton, MA.

The Chicago Neighborhood Learning Network offers a unique opportunity to learn how technology can be an effective tool to:

- Increase student learning and achievement
- Enhance teacher effectiveness in the classroom
- Increase parent involvement in education
- Increase adult skills for job entry and advancement
- Create an information infrastructure that supports learning in schools and community settings
- Use good practices and scale up in multiple neighborhood sites

The main objectives of the evaluation are to provide a feedback mechanism to the program and a vehicle to communicate new and effective program concepts and models. In order to capture innovation, transferable ideas, strategies, and best practices, it is important to develop the capacity to analyze its successes and failures—not only with rigor and validity, but also with insight and thoughtfulness.

The evaluation plan will address five basic questions:

- How does the program function and whom does it serve?
- How is the program evolving?
- What are the outcomes of the program?
- What elements, conditions and supports produce beneficial outcomes?
- What features and outcomes of the program appear to be replicable in other sites?

PROJECT MANAGEMENT and NEIGHBORHOOD ADVISORY PROCESS

The project management structure will combine the talents and resources of the Chicago Public Schools, local schools, neighborhood organizations and the projects citywide partners.

The Chicago Public Schools will serve as fiscal agent and the home hub for the Neighborhood Learning Network project. Richard White, director, Department of Learning Technologies,

will supervise the project and Terry Bercowitz, manager, Learning Technologies, will handle day-to-day operations. A NLN design team consisting of representatives of partner organizations will support the project management office.

Full time staff positions will consist of

- Neighborhood learning network site coordinators. The initial staffing will be for the two site coordinators at King and Wells High School. Four additional site coordinators will be hired for the second year and six more for the third year.
- Administrative coordinator. This position will coordinate the Technology Resource Network to work with local schools and neighborhood sites. In addition this position will handle administrative functions to service the grant and consulting contracts.
- Mark Gartski will coordinate the technical resources of the Office of Catholic Education and serve on the NLN Design team.
- James Taylor and Deborah Francis will coordinate the technical resources of the Chicago Urban League and serve on the NLN Design Team
- Steve Roller and Bill Rhodes will coordinate the technical resources of the Chicago Housing Authority and serve on the NLN Design Team.

The project offices will sub-contract work to consultants in three key areas.

- Don Samuelson will serve as Neighborhood Partnership Developer providing the framework for identifying and designing neighborhood learning network partners.
- Egils Milbergs will serve as director of national partnership development and be responsible for generating long-term funding for the scaling up of the NLN.
- Education Development Corporation shall be retained as the independent evaluator to support the project.

Neighborhood Advisory Input and Process

Neighborhood advisory input will be sought in three different areas:

1. Policy and standards of operation
 2. Development cycle
 3. Community information and issues support system
- Policy and standards of operation. A neighborhood advisory committee will be established. The committee will have open ended membership in that any member of the community will be able to participate in regularly scheduled forums and on-line through a virtual conference accessed through the Neighborhood web site. The main purpose of the advisory committee process is to guide the operational evolution of the Learning Network and address system wide issues such as partnership and funding development, access policies, curriculum focus, technology planning and standards, marketing of NLN services, relationship with schools and CPS. It is expected that the steering committee of the full committee will be established and include representatives from neighborhood learning network sites, housing associations and coalitions, business representatives, church leaders, non-profit organizations, political leadership (congressional, county, city), federal and state offices and local media.

- **Development Cycle for Neighborhood Learning Networks.** A guiding principal of the development process for Neighborhood Learning Networks is that it needs to be locally driven, community-wide and a team effort. Representatives from the local communities and local schools, including school administrators, organizational partners and teachers need to be engaged in a continuous cycle of identifying priority educational needs, identifying appropriate resources and interventions, assessing their effectiveness and adapting to the results and new priorities. The central project team will support the neighborhood development process by organizing resources and arranging partnership support. If neighborhood participants are supported and feel empowered to engage in a continuous process of school-community development we expect the project will achieve real and lasting educational reform.
- **Community Information and support System.** The project will also seek to inform the community on issues important to the neighborhood. In addition the Neighborhood Web site will maintain a open chat area for posting of comments. In addition, on-line surveys will be utilized from time to time to determine levels of community satisfaction and areas for service improvement.

Attachment 1: PROJECT TIMELINE

The following table shows the project through a year-by-year plan for implementation—strategy and specific tasks that are proposed to meet the goals of the project. The sequence of activities builds capabilities to scale up the network along 4 dimensions.

- Number of neighborhood sites
- Penetration into the neighborhood
- Scope of curriculum and content
- Efficiency of the network

The first three years of the project the major effort will be in gearing up the prototype environment for the neighborhood learning network in 12 neighborhoods and carefully assessing the impacts of the project on students, teachers, families and the community. The last two years of the project will be on disseminating the successful components of the neighborhood learning network and spreading the project goals and activities throughout the city and ensuring that the networks will be self-supporting.

First Year (1997-98) Objectives	First Year Tasks
1. Build NLN Infrastructure	<ul style="list-style-type: none"> • Create Neighborhood Steering Committees for Wells and King High Schools to guide development • Confirm neighborhood sites • Prepare policies for operation of NLN sites • Inventory technology assets of neighborhood sites • Design network architecture • Select vendors and suppliers for computers, connectivity and servers • Install equipment in neighborhood sites
2. Professional Development of Teachers	<ul style="list-style-type: none"> • Assign local site coordinators and CPS Technology Resource Network personnel • Select teachers for training on the NLN • Teachers begin developing instructional materials focused on science, math and technological literacy • Organize cross-sector teams to select content • Design graphical user interface to access content • Approach companies to define competencies and skill standards • Share experiences of successful strategies • Recognition programs
3. Train Community in Effective Use of NLN	<ul style="list-style-type: none"> • Develop materials/ outreach program to inform neighborhood residents • Identify critical education needs and offer NLN resources in student learning, career development and community service • Conduct neighborhood technology conferences and demos • Develop programmatic initiatives such as software lending, collaborative projects, cross-age peer tutoring and mentoring
4. Creation of Neighborhood Web site	<ul style="list-style-type: none"> • Create neighborhood web sites • Provide key information to support teacher community

	<ul style="list-style-type: none"> interaction • Begin developing national database on community learning center experiences
5. Partnerships to scale up the network	<ul style="list-style-type: none"> • Begin identifying partnership commitments for additional neighborhood sites in Year Two • Disseminate initial results of first year
6. Evaluation and Best Practices Repository	<ul style="list-style-type: none"> • Define goals, benchmarks and measures of performance • Conduct pre-project data acquisition and surveys • Design instrumentation for collecting data • Begin collecting data and feedback to NLN participants
<div> <div>Second Year (1998-99)</div> <div>Objectives</div> </div> <div>Second Year Tasks</div>	
1. Build NLN Infrastructure	<ul style="list-style-type: none"> • Set up neighborhood steering committees • Design and expand network to 4 additional sites • Identify neighborhood sites • Incorporate experience from first two sites • Begin training neighborhood students and residents to maintain network
2. Professional Development of Teachers	<ul style="list-style-type: none"> • Assign additional TRN resources • Hire/assign neighborhood site coordinators
3. Train Community in Effective Use of NLN	<ul style="list-style-type: none"> • Expand community training program
4. Creation of Neighborhood Web site	<ul style="list-style-type: none"> • Set up four additional neighborhood sites • Begin expanding web resources with links to community organizations, events, and resources
5. Partnerships to scale up the network	<ul style="list-style-type: none"> • Broaden partnerships with Office of Catholic Education, CHA, and Urban League
6. Evaluation and Best Practices Repository	<ul style="list-style-type: none"> • Expand data collection to new sites • Prepare interim reports • Adjust operations based on evaluation
<div> <div>Third Year (1999-2000)</div> <div>Objectives</div> </div> <div>Third Year Tasks</div>	
1. Build NLN Infrastructure	<ul style="list-style-type: none"> • Expand neighborhood sites to 12—two per each CPS sub-district
2. Professional Development of Teachers	<ul style="list-style-type: none"> • Expand professional development support to 12 sites • Expand database of learning objects and instructional modules to post to server
3. Train Community in Effective Use of NLN	<ul style="list-style-type: none"> • Expand community training program • Involve more residents
4. Creation of Neighborhood Web site	<ul style="list-style-type: none"> • Create 6 additional neighborhood web sites
5. Partnerships to scale up the network	<ul style="list-style-type: none"> • Expand partnership and incorporate operational costs into partner budget processes
6. Evaluation and Best Practices Repository	<ul style="list-style-type: none"> • Begin first major summative evaluation • Validate best practices to be placed in repository

Fourth Year (2001-2002) Objectives		Fourth Year Tasks	
1. Build NLN Infrastructure		• Prepare standardized interoperable infrastructure package available to all neighborhoods in Chicago	
		• Expand neighborhood networks as demand dictates	
2. Professional Development of Teachers		• Provide citywide professional development support for NLN	
3. Train Community in Effective Use of NLN		• Citywide community training program	
4. Creation of Neighborhood Web site		• Provide template and web support services for all neighborhood sites	
5. Partnerships to scale up the network		• Complete financial plan for long-term sustainability of neighborhood networks	
6. Evaluation and Best Practices Repository		• Review 3rd year evaluation results	
		• Begin major analysis of performance and results	
Fifth Year (2002-2003) Objectives		Fifth Year Tasks	
1. Build NLN Infrastructure		• Meet citywide demand for NLN infrastructure	
2. Professional Development of Teachers		• Support training for 3000 teachers and 300,000 students and their families	
		• Develop 3000 instructional modules a year that relate to local, state and national curriculum frameworks	
		• Market instructional content to other communities	
3. Train Community in Effective Use of NLN		• Support community training citywide at all neighborhood sites	
4. Creation of Neighborhood Web site		• Expand to 60 neighborhood web sites around public and private high schools	
5. Partnerships to scale up the network		• Partners provide on-going resource support in terms of connectivity, equipment, training and content	
6. Evaluation and Best Practices Repository		• Complete a major summative evaluation	
		• Disseminate results	

Key Features of the Neighborhood Learning Network

Extends Learning beyond the Classroom.

The NLN extends learning opportunities beyond the constraints of the physical classroom. The technology emphasizes rather than replaces the necessity for basic education and skills. Schools alone are not able to properly prepare students for the burgeoning information age and on-line culture. Broader communities access (community centers, churches, homes, public housing, etc.) to computers and on-line services will develop competence and confidence in using computer and on-line technology.

Comprehensive and customized curriculum.

The NLN can customize curriculum to the individual learner. A vast array of on-line curriculum will be available and students will have access to either a supplementary or full-time curriculum available on personal computers (via software, Internet and commercial information services). Current as well as future communication channels (telephone dial-up, ISDN, ATM, cellular, broadcast) can be tried. With experience it will be easier to determine just how far and in what ways high technology can transform education. For example, instead of guessing how much time on-line teacher/student/parent interaction requires, we can discover the answer through experimentation.

Involves All Age Groups.

The restructuring of the workplace is creating immediate challenges for children's parents and other adult workers. As a test bed for examining and developing quality educational software, curricula and lessons, and providing leadership and instructional training, the NLN will simultaneously encourage and promote learning technologies and digital communications in the community for both children and adults.

The Family as a Basic Social and Learning Unit.

The family remains the basic unit of society. Traditional schools cannot be expected to fill the void where there are number of under skilled and unsure students and workers. Class lines or distinctions will be drawn between those who have access to knowledge resources and those who do not. Neighborhood learning networks contribute to mutual information and understanding.

Accessible Technology.

Parents and children can share the wonder and excitement of communicating around the globe, researching for a hobby or lesson, working on school assignment, sharing a discovery in remote global archive, updating new reports, drilling and reviewing specific skills, or building a business framework and pursuing employment. A result will be a greater potential for family growth and cohesiveness. Computer communications technology, unlike traditional media, can be truly interactive.

Partnerships.

All sectors from public to private, from profit to non-profit, have a stake in contributing to a technically aware and trained citizenry. By building neighborhood partnerships with education, business, community and government organizations the project will enhance school technology programs by encouraging community technology awareness and competency. Industry, government, and society all benefit from well-trained and dedicated information age employees and employers.